

1. What is our purpose?

To inquire into the following Transdisciplinary theme:

How we Organise Ourselves

Central idea:

Organisations exist to help in many different ways.

Summative assessment task:

Can discuss how an organisation they know helps animals or people then complete written sheet explaining what would happen if the organisation didn't exist.

Assessment Tools:

Kidspiration – mind map

Role play scenarios

- Can describe what an organisation is
- Can name and discuss at least two different types of organisations
- Can discuss how an organisation they know helps animals or people

Class/grade: Yr 1

Age group: 5-7yo

School:

School code:

Title: Organisations

Teacher(s):

Date: Nov 28th-Jan 20th 2011-2012

Proposed duration: 5 weeks



PYP planner

2. What do we want to learn?

What are the key concepts to be emphasized within this inquiry?

Function, Connection, Responsibility

Related Concepts: Structures, roles, teamwork, community

What lines of inquiry will define the scope of the inquiry into the central idea?

- What is an organisation (and what does this mean) (function)
- Different types of organisations (connection)
- How organisations can help (responsibility)

What teacher questions/provocations will drive these inquiries?

Provocations:

Organisation at school

Organisation at work

Organisations that help us

How we help Organisations

Learner Profile Focus:

Principled, Reflective, Caring

Attitude: Independence

Trans Skill: Thinker

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students' prior knowledge and skills?
What evidence will we look for?

Pre-Assessment:

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Brainstorm what is an organisation

Show links of connections of teams/individuals working together to achieve a common goal.

Formative Assessment:

Brainstorm on kidspiration about the organization of AIS – who and what helps s

Cut out and sequence the lunch time routine.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Books – jobs, people that help us, people in the community etc

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Class trip to WAR (Wildlife at Risk)

LE XUAN LAM

Manager - Cu Chi Wildlife Rescue Station (CCWRS)

Mobile: (+84) 0984281190

Website: www.wildlifeatrisk.org

Email contacts: lam_wildlife@yahoo.com

simonfaithfull@hotmail.com

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

- Team work related activities – puzzles, cooperative challenges
- Definitions/Brainstorms of being organised/unorganised
- Brainstorm on kidspiration about the organization of AIS – who and what helps. (Show links of connections of teams/individuals working together to achieve a common goal.)
- Class jobs lists – how are we organized in our class?
- Identify people on a mind map and link to the organization that they come from
- *Invite guest speakers to describe the way their work places are organized*
- *Invent their own organization (What is the purpose? What roles are there within that organization? How do they help? How can we help them?)*
- Excursion to charitable organization
- Presentation on assembly of visit to charitable organization
- Sort and match organizations and roles, and organizations and purpose

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

Students are able to identify organizations that help.

Students are able to choose appropriate organizations for different situations.

Students are aware of the need to organize themselves and their belongings ready for different activities.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

Have more time to conference with each child so they can describe their understanding; rather than just write.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Children talking about the organisation of the school and the organisation of the class every day.

Children saying 'oh my mum works for an organisation'

'my dad is the boss of an organisation'

'my mums business is an organisation'

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"

Function

Brainstorm on kidspiration about the organization of AIS – who and what helps. (Show links of connections of teams/individuals working together to achieve a common goal.)

Connection

Sort and match organizations and roles, and organizations and purpose

Responsibility

Class jobs lists – how are we organized in our class?

Children taking on jobs within the classroom. (Formally and informally)

- demonstrate the learning and application of particular transdisciplinary skills?

Social

Interviewing AIS staff

Asking questions on the trip to WAR

- develop particular attributes of the learner profile and/or attitudes?

Reflective

Students reflecting on the excursion to WAR.

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

Students asking parents about their own jobs and organizations at home.

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

Organization at school – how are you organised?

Organisations that help us – watching and discussing PowerPoint of local charity.

How Organisations can help

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Children reflecting on Walk n Wheels – ‘we helped an organisation when we raised money for walk n wheels’

‘we helped children that don’t have very many toys or clothes’

9. Teacher notes